

# Children, Youth & Family Consortium

## CYFC Monthly

### CYFC Monthly – May 2013

#### Connecting Children's Mental Health Professionals through the Research to Practice Series

Each year CYFC partners with the Minnesota Association for Children's Mental Health (MACMH) to bring applied research and best practices to practitioners throughout Minnesota. The Children's Mental Health Research to Practice Series is held at the annual MACMH conference, attended by over 1100 professionals and parents.

One of the primary goals in our work is to engage practitioners and researchers in learning experiences and conversations about both (1) how practitioners can use research in ways that fit given organizational climate, administrative barriers, and cultural beliefs and practices, and (2) how researchers can conduct research that can be used realistically in settings that serve many diverse populations. We work with an assumption that practitioners who are involved in the process of prioritizing the research, trying it out in their practice, and giving feedback about how it works can inform research that better reflects Minnesota populations and helps practitioners do their jobs better. We also know that researchers want their work to result in healthier children.

Through dialogue sessions and collaborative training events we've learned that professionals in practice and research experience barriers in their respective fields that prevent them from working more closely together. This is not about lack of interest. It can be about administrative constraints, organizational climate, billing issues, promotion and tenure, etc. The Research to Practice Series is one way we engage those in science and those in practice to keep having these conversations, and identify and overcome barriers to working more closely together.

This year's series, "Managing Emotions in Teens: Responding to Dysregulation and Challenging Behaviors" brought together three presenters who discussed stress in the neurobiological system of an adolescent, lifestyle choices that impact mental and emotional functioning, and methods to motivate behavior change and create regulating relationships.

#### **The Neurobiology of Adolescent Mood — Dr. Bonnie Klimes-Dougan**

- Adolescence prompts changes that require regulation.
- Our bodies and neurological systems are wired to respond to stress positively or negatively.
- Humans, unlike animals, often hold onto stress after a fearful event has occurred. It's important to learn how to turn this off.
- There is an important window of "plasticity" in adolescence — a time with lots of changes in neural connections. This window may also relate to the onset of depression. Intervening before adolescence may help avoid symptoms.
- Environmental factors play a particularly important role in adolescent depression.

- There are several evidence-based treatments for depression, but they only work for some. Research needs to examine what predicts a treatment response.

### **The Role of Lifestyle in Stress and Coping for Youth — Dr. Nimi Singh**

- We can teach all teens ways to promote health and well-being regardless of age or diagnosis.
- Through motivational interviewing, practitioners can help young people understand that they have the capacity to manage their emotions.
- Asking permission to share health-related information with teens is important. Giving them choices about what to work on helps motivate them to change behaviors.
- In the United States 15 million children or adolescents have inadequate sleep. Sleep deprivation alone can trigger anxiety. The optimal hours of regenerative sleep is from 10pm to 2am — this varies little in adolescence.
- Exercise improves mood. The best exercise for a young person is one that the individual enjoys and will maintain over time.
- Many of the foods we eat don't nourish our bodies adequately. Foods can create inflammation in the body, including the neurological system. This can affect cognition and mood.
- No one intervention is right for all kids. Practitioners must learn about the adolescent as well as the family and cultural context. The adolescent can help choose what and how they want to change.

### **Teens at Risk: Creating Healthy Relationships that Regulate — Dr. Anne Gearity**

- Regulation is the capacity to maintain and regain balance in the face of stress. Stress might be fear, but could also be new learning.
- Dysregulation is the persisting state of unbalance that's not within the person's conscious sense of control.
- The capacity to "self-right" is important — it needs to be incorporated into the body. Children use parents to self-regulate. Adolescents need to learn to do it by themselves.
- Emotion confusion and challenging behaviors go together — when teens are confused about their emotion, they discharge it in ways that confound rather than support health.
- Practitioners can respond in ways that promote "developmental repair" — that support learning, resilience and change.
- Practitioners often impose external control (reward and punishment), but they need to encourage internal control (build teen's capacity for mastery)
- It's important to promote the capacity for reflection (looking inward to examine thoughts and emotions). Resilient teens understand that managing their inner world is as important as the outer world. Clinicians can teach reflection by modeling it in their own behavior.
- The relationship the practitioner has with a teen is critical. A healthy connection allows the young person to explore their own mind. The practitioner is a regulating partner.

Cari Michaels, MPH  
Children's Mental Health Lead

## Consortium News

### **April 2013 issue of the Children's Mental Health eReview: Risk and Resilience in Homeless Children (768 K PDF)**

The [Children's Mental Health eReview](#) summarizes children's mental health research and implications for practice and policy. In this issue, learn about research related to the strengths and needs of homeless children, and explore ideas for how to use creative research-based interventions in a variety of settings. Read [Risk and Resilience in Homeless Children](#) (768 K PDF) and [give your feedback](#).

### **Community Based Participatory Research Course (CBPR)**

University of Minnesota School of Public Health, Summer Public Health Institute

Date: 6/3/13-6/7/13

Location: 215 Blegan Hall, University of Minnesota

Cost: Varies

CYFC Director Cathy Jordan along with her community research partner Susan Gust will be teaching an introductory course about Community-based Participatory Research intended for graduate students and community practitioners interested in adding CBPR to their repertoire. This course is part of the Summer Public Health Institute held May 28-June 14, 2013. During the CBPR course, they will explore topics such as the purpose and applications of CBPR; partnership formation and maintenance; issues of power, trust, race, class and social justice; conflict resolution; ethical issues, and more. Learn more about this course and the [Summer Public Health Institute](#) online.

### **Turning the Tide: Reconnecting Kids to Nature**

Today's youth are the first generation to be more connected to electronic devices than to the outdoors and the natural world. In her guest blog post, Cathy Jordan highlights many developmental reasons for reconnecting youth to nature, pointing out the difference between nature-based activities and other activities that might take place outdoors. Read this issue of [Youth Development Insight](#).

### **Lessons from the Field Recorded**

Lessons from the Field *Children And Youth: Opening the Doors of Intervention and Policy* video is now available. Visit our [website](#) for the handouts and a link to watch the event.

### **Community Partnership Building and Scholarship**

Director Cathy Jordan will be sharing [CYFC's](#) knowledge of community partnership-building and community-engaged scholarship at several upcoming events: "Community-Engaged Learning and Food Sustainability" held at St. Olaf on May 16, Fairfield University's Center for Academic Excellence's 12th annual "Innovative Pedagogy and Course Redesign" conference held in Fairfield, CT on May 29, and "CUExpo" held in Newfoundland June 13-16.

### **University & Community Announcements**

#### **Minnesota Early Intervention Summer Institute**

Center for Advanced Studies in Child Welfare (CASCW)

Dates: June 13-14, 2013

Location: St. John's University, Collegeville, MN

Cost: \$95 (includes meals and lodging and 12 Continuing Education Clock Hours), additional \$135 for 1 academic credit

Join CASCW for this professional development opportunity for the early childhood field including those in the child welfare system who work with young children and their families. Eight separate intensive sessions will

be available to choose from including Supporting Infant and Toddler Social Emotional Development Using the CSEFEL Pyramid Model (track 6) and Adverse Childhood Experience and Community Resilience (track 8). [Read more](#) about the event.

### **Mom Enough Podcasts**

[Let's Get Outside](#): Tips for parents and teachers from an environmental educator and creative dad  
[The Place of Medications in Children's Treatment](#): A Conversation with Psychiatrist Elizabeth Reeve  
[The Achievement Gap](#): Why it Matters and What We Can Do

### **Introduction to Infant Mental Health**

Center for Early Education and Development

Date: Begins June 3, 2013

Cost: \$225 plus text book

Location: Online

This [course](#) is designed for professionals interested in an introduction to the field of infant mental health and intervention with infants, toddlers, and their parents. Readings, video, and observational tasks are included to familiarize students with the foundations of infant mental health and direct work with infants and parents. While not a clinical class, this course explores the role and function of the infant mental health specialist and the use of relationship and reflection in work with families.

---

Follow CYFC



UNIVERSITY OF MINNESOTA  
**EXTENSION**

© 2017 Regents of the University of Minnesota. All rights reserved.

The University of Minnesota is an equal opportunity educator and employer.